

SEND: A Parent & Carer Quick Guide

Frequently Asked Questions

A quick, accessible guide to how we identify and support children with special educational needs and disabilities (SEND), and how we work with families.

SENCO

Kate Harper
Deputy Headteacher / SENCO

START HERE

If you are worried about your child, speak to their class teacher first. You can then arrange to speak with the SENCO.

1. What does SEND mean?

SEND stands for Special Educational Needs and Disabilities. A child may have SEND if they have a learning difficulty or disability that means they need educational provision that is additional to, or different from, what is normally available to children of the same age. Needs may relate to communication and interaction; cognition and learning; social, emotional and mental health; or sensory and/or physical needs.

2. I am worried about my child. Who should I speak to?

Please speak to your child's class teacher first. They can discuss how your child is learning, participating and managing in school, and explain any support already in place. If concerns continue, the class teacher and/or parent can involve Kate Harper, our SENCO. You do not need to wait for a diagnosis before raising a concern or before appropriate support can be considered.

3. How will school know if my child needs extra help?

Teachers continually assess children's learning, development, communication, wellbeing and participation. We also consider information from parents/carers, the child, previous settings and professionals. If a child is making less progress than expected, has persistent barriers despite high-quality teaching, or needs provision beyond our usual classroom offer, we will look more closely at their strengths and needs and agree appropriate next steps.

4. Does my child need a diagnosis to receive SEND support?

No. Support is based on your child's identified needs and barriers to learning, not simply on a diagnosis. Where specialist assessment or advice would be helpful, we will discuss this with you and explain the relevant referral pathway.

5. What support might my child receive?

Support starts with high-quality inclusive teaching and reasonable adjustments. Depending on need, this may include visual supports, adapted resources, additional processing time, small-group or 1:1 teaching, Precision Teaching, IDL, Reading Recovery, speech and language programmes, Time to Talk, Social Stories, LEGO Therapy, ELSA/nurture, sensory circuits, fine-motor support, key-adult support or personalised strategies. Provision is selected because it is appropriate for the individual child and is reviewed for impact.

6. What is a School Outcome Plan?

Where a child needs more individualised SEND support, a School Outcome Plan may be used to record the child's strengths and needs, agreed outcomes, the provision or strategies being used and how progress will be reviewed. Parents/carers and the child are involved in this process. Plans are working documents and can change as needs and progress change.

7. What does Assess – Plan – Do – Review mean?

This is the graduated approach used to support children with SEND. We assess the child's strengths, needs and barriers; plan the outcomes and support required; put the agreed provision into practice; and review the difference it has made. The cycle is repeated and refined when necessary.

8. How will I know whether the support is working?

We review progress using assessment information, work in books, observations, intervention records, attendance or engagement information where relevant, and the views of the child and family. We consider both academic progress and progress towards individual outcomes. If support is not having enough impact, we will consider what needs to change and whether specialist advice is required.

9. Will my child be taken out of class?

Not necessarily. Wherever possible, children learn alongside their peers and support is built into everyday classroom teaching. Some targeted interventions are delivered individually or in a small group for a specific purpose. We consider the benefit of the intervention alongside the importance of maintaining access to the wider curriculum and class community.

10. Which outside professionals might school involve?

Depending on need and local referral criteria, we may seek support from services such as Educational Psychology, Wirral Inclusion and specialist education services, SENAAT, Speech and Language Therapy, Occupational Therapy, Vision or Hearing Support, the School Mental Health Support Team, CAMHS, school nursing or paediatric services. We will involve parents/carers and seek consent where this is required.

11. What is an EHCP and does every child with SEND need one?

An Education, Health and Care Plan (EHCP) is a statutory plan for children and young people whose needs require provision beyond what can ordinarily be provided through SEN Support. Most children with SEND do not need an EHCP. Where needs are significant and persistent despite appropriate support, school and/or parents may consider requesting an Education, Health and Care needs assessment.

12. How will my child be included in trips, clubs and school life?

We want children with SEND and disabilities to participate fully in school life. We make reasonable adjustments and use individual planning and risk assessment where needed to support access to clubs, educational visits, residentials, worship, performances, sport and other activities. Decisions are based on the child's individual needs and safety, not on a diagnosis alone.

13. How will school support my child's wellbeing?

Our universal offer includes positive relationships, predictable routines, emotional literacy, restorative approaches, HeartSmart, Zones of Regulation and access to calm or regulation spaces where appropriate. Additional support may include ELSA, nurture, key-adult check-ins, peer support, sensory regulation programmes, Mental Health Support Team involvement or individual therapeutic support where appropriate.

14. What happens when my child changes class or moves to another school?

We plan transition according to individual need. This may include additional visits, photographs or transition booklets, opportunities to meet key adults, information sharing between staff, liaison with the new school and enhanced Year 6 transition. For children with EHCPs, transition is also considered through the annual review process.

15. How can I help at home?

The most useful starting point is to keep talking with us. Share what you notice at home, what your child says helps, and any reports or advice you receive. We can discuss strategies that can be used consistently at home and school. Small, manageable approaches that support communication, reading, routines, independence or emotional regulation are often more helpful than trying to recreate school interventions at home.

16. Where can I find more information or independent advice?

Our full SEND Information Report, SEND Policy, Accessibility Plan and provision maps provide more detail about the school's offer. Wirral's Local Offer (SENDLO) brings together information about local education, health and care support. Wirral SEND Partnership, delivered independently by WIRED, can also provide impartial information, advice and support to families.

17. What if I am unhappy with my child's SEND provision?

Please raise concerns early so we can work together to resolve them. Start with the class teacher, then speak to the SENCO if the concern continues. The Headteacher can also become involved where needed. If

the matter is not resolved, the school's Complaints Procedure explains the formal stages available. Families can also seek impartial SEND advice.

Need to talk to us?

Speak to your child's class teacher or ask to arrange a conversation with Kate Harper, SENCO.
We want families to feel able to ask questions at any stage.

This quick guide summarises our SEND arrangements. Please refer to the full SEND Information Report 2026/27 for detailed information.